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Day/Time/Classroom: M 4:20 – 6:50, IH 160  
Office hours: M 1:20 – 4:20   W 10:00 – 1:00

I. Catalog Description
An overview of the function, organization, and leadership of health agencies at the national, state, and local levels as well as the dimensions of health affected by our environment.

II. Rationale
This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies and  
IV. TExES Competencies
Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies:

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 3353 Course Goals</th>
<th>HLTH 3353 Course Assignments</th>
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</thead>
</table>
| Learner-Centered Knowledge | 003, 008        | A. Increase understanding of health content related to community and environmental health (this content addresses the TExES)  
B. Increase understanding of the teaching/learning process  
C. Gain experience in promoting a positive student learning environment | • Chapter readings  
• Class lectures and activities  
• Group discussions  
• Self-assessments  
• Website evaluations  
• Research projects and presentations  
• Guest speakers  
• A/V presentations  
• Exams  
• Resource handouts |

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
**Learner-Centered Instruction**

To create learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- E. Utilize evaluations for classroom teaching
- G. Demonstrate instructional planning skills

**Equity in Excellence For all Learners**

The teacher responds appropriately to diverse groups of learners.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students

**Learner-Centered Communication**

While acting as an advocate for all students and the school, the teacher demonstrates effective professional interpersonal communication skills.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- H. Improve understanding of teaching as a profession and overall professional competence

**Learner Centered Professional Development**

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

- H. Improve understanding of teaching as a profession and overall professional competence
V. Course Objectives and Outcomes

A-1 Analyzes the effects of environmental factors on health and disease.

A-2 Demonstrates knowledge of hazards to health and safety in the home, school, and community.

A-3 Relates different types of safe and unsafe behavior to positive and negative health effects throughout the lifespan.

A-4 Demonstrates knowledge of community health care agencies, programs, and services and their roles and responsibilities (e.g., primary, preventive, emergency care).

A-5 Analyzes community and national health care needs and goals, and demonstrates knowledge of health-related social, political, and economic issues (e.g., organ donation, rising medical costs, uninsured and underinsured families).

A-6 Analyzes individual factors (e.g., socioeconomic status, cultural background, age, attitudes,) and societal factors (e.g., economic trends, government policies) that influence the cost, availability, accessibility, and use of health care for different individuals and communities.

A-7 Demonstrates and understanding of community health problems (i.e., poor nutrition, violence, unplanned pregnancy), their causes (e.g., poverty, inadequate access to health care) and strategies for addressing them (e.g., violence prevention awareness, drug abuse prevention and treatment programs).

A-8 Analyzes the influence of various factors (e.g. media messages, technological advances) on individual and community health.

A-9 Demonstrates knowledge of major types of health-related laws, regulations, and policies (e.g., mandatory vaccinations, workplace safety regulations) and their effects on community health.

A-10 Demonstrates knowledge of environmental problems (e.g., air and water pollution, noise, overcrowding, hazardous waste), their causes, and their effects on individual, community, and world health.

A-11 Identifies strategies for reducing environmental hazards (e.g., water purification, emission control, waste management) and analyzes ways in which protecting the environment promotes individual, community, and world health.

A-12 Demonstrates an understanding of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism).

B-1 Synthesize and restructure information related to community and environmental health into age-appropriate lessons for all developmental levels of learning.

B-2 Identify personal values and attitudes toward community and environmental health and understand how this affects the process of teaching these topics in education.

B-3 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.

C-1 Demonstrate competence when talking about and teaching community and environmental health in a classroom.

C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.
C-3 Identify strategies to create a dynamic teaching environment for teaching community and environmental health in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.

D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating community and environmental health curriculum to become familiar with “best practices.”

E-2 Evaluate community and environmental health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.

E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Understand the diverse and complex nature of community and environmental health.

F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.

G-2 Present a “creative learning” lesson on a community and environmental-related topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective community and environmental education for all learners.

H-2 Recognize the role that teachers play in advocating and implementing community and environmental education programs in the classroom.

VI. Course Topics

The major topics to be considered in this course are:

A. History, Administration, and Organization of Community Health
B. Financing and Providing Health Care
C. The Global Community and its Health Care Issues
D. Epidemiology Methods
E. Leading Causes of Death
F. Underserved Populations in Community Health
G. Community Health Priorities and Issues for the 21st Century
H. The Community and its Environmental Health Issues

VII. Instructional Methods

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, videos, self-assessments, critical thinking assignments)
B. Clinical Experiences (cooperative planning groups, student presentations, learning stations)
C. Field Experiences (field observations, interviews)
VIII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

I. Class Participation
   
   a. Attendance 300
   b. Creative Teaching Lesson 100
   c. Community Health Program 100
   d. TV Show - Environment 100

Outside Assignments
   
   a. Self-Assessments 10 pts each
   b. Community Resource Directory 75
   c. Website Evaluations 75
   d. Observations/Interviews 50
   e. Professional Notebook 100

III. Volunteer Project - (3 hours) 100

IV. Tests
   
   Final 100

B. Grading Scale

90% & above of pts. = A
80% & above of pts. = B
70% & above of pts. = C
60% & above of pts. = D
59% and below of pts. = F

C. Description of Course Requirements

1) In-Class Participation
   
   A. Attendance – Students who do not attend class cannot participate in planned activities, discussions, lectures, etc. Therefore, attendance is an important part of the overall grade in this course. Students earn points for attending class and points are deducted for missing class. You are held accountable for all work assigned. Must let professor know in advance for absence to be excused. Only university approved absences will be excused.

   B. Team Work – Various activities will be carried out by students within smaller and larger group settings. Topics will be discussed, planned, analyzed and/or
evaluated. Skills used in group activities include brainstorming, personal values assessment, critical thinking, effective communication, professional networking, and creating synergy.

C. **Videos & Guest Speakers** – Students will write one-page critiques for each video or guest presentation (10 points each).

D. **Teaching Presentation** – Each student will present a teaching lesson on community/environmental education to the students in the class. (Worth 100 points).

E. **Community Health Program** – Students will be assigned groups to conduct a community health program. Details forthcoming!

F. **TV Shows** – Students will be assigned to a team that will be responsible for facilitating a TV show about an environmental trend/issue. Details coming!

G. **Community Resource Directory** – Students will compile a directory of 15 community and environmental resources. This will be made into a creative pamphlet. Details are forthcoming!

H. **Final Project** – Over environmental issues. Details forthcoming!

2) **Outside Assignments**

A. **Self-Assessments** - Students will complete pre- and post-assessments that will reflect their perceived levels of knowledge and comfort with a variety of drug-related topics. Students will be able to identify specific content area and teaching skills that need to be developed throughout this course, and assess the amount of improvement made (each self-assessment will be worth 10 points for a total of 100 points).

B. **Website Evaluations** – With the growing reliance on technology and web-based resources for educators, there is a vast amount of drug-related information now available on the World Wide Web; not all of which is reliable, factual, or appropriate. Students will conduct web searches for various topics and identify 10 drug-related health sites to evaluate worth 75 points.

C. **Professional Notebook** – Each student will keep a notebook with the following sections: 1) handouts, 2) missions, 3) journals, 4) articles, 5) critical thinking, 6) creative activities, and 7 notes. The notebook will be turned in at the end of the semester and is worth 100 points.

D. **Observations / Interviews** – Students will choose between 1) observing a community/environmental health educator, or 2) interviewing a community/environmental educator about his/her career. A list of possible resources will be provided but students will be responsible for making arrangements to observe/interview at appropriate available times. A one-page summary of the observation/interaction will be turned in and discussed during in-class group activities (worth 50 points).

E. **Exams** - Midterm will cover chapters 1-5 and the final exam will cover chapters 15 and 16 and TV shows.
D. Other Important Information

1) Attendance & Participation: Attend every class! Ten points are assigned for attendance so missing a class will result in these points being deducted. Only three types of absences are acceptable: 1) illness, 2) death in immediate family, and 3) class field trip. When possible, an excused absence should be reported to the instructor before class begins. A phone call, a message, or an e-mail will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

Regardless of whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) Late Assignments: Late assignments will not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) Make-up Exams: Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

4) Academic Honesty & Integrity: Students are expected to do their own work at all times. Please refer to policy in the University Catalog.

IX. Course Schedule and Policies

Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Intros, Course Syllabus, Get Acquainted Activities</th>
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<tr>
<td></td>
<td>Course Contract</td>
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<tr>
<td>Week 2</td>
<td>Housekeeping, Rhythms Program</td>
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<td>Week 3</td>
<td>Chapter 1</td>
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<td>Week 4</td>
<td>Chapter 2</td>
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<td>Week 5</td>
<td>Chapter 3</td>
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<tr>
<td>Week 6</td>
<td>Chapter 4 (Resource Directory due)</td>
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<tr>
<td>Week 7</td>
<td>Creative Presentations</td>
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<tr>
<td>Week 8</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter Midterm due over chapters 1-5, Midterm review</td>
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<tr>
<td>Week 10</td>
<td>Individual Presentations begin, Website Evaluations due</td>
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<tr>
<td>Week 11</td>
<td>Individual Presentations continue</td>
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<td>Week 12</td>
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<td>Week 13</td>
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<tr>
<td>Week 14</td>
<td>“ (Observations/Interviews due)</td>
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<tr>
<td>Week 15</td>
<td>“ (Community Health Program Report due)</td>
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<tr>
<td>Week 16</td>
<td>Final Exam (Professional Notebooks due)</td>
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Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a 0.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check with the calendar to determine the last day to drop a class with an automatic grade of “W” this term.

X. Textbook

The textbook adopted for this course is:


XI. Bibliography

The knowledge bases that support course content are:


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.